

MBI: ESSENTIAL FEATURES OF EARLY CHILDHOOD CLASSROOM MANAGEMENT

Early Childhood MBI Team
Training
Session 4

TEAM PARTICIPATION

Each team member needs to fill out:

Team participation form

Before noon

TELL US WHO YOU ARE

Each team select a representative to tell us all:

- Who you are
- Where you are from
- How long you have been with MBI
- Where you are in the process (briefly)

GOALS FOR TODAY'S SESSION:

Explore 8 research-based ESSENTIAL features of classroom management

Discuss how they apply to early childhood environments

Plan for implementation in our programs

BEHAVIORAL EXPECTATIONS FOR TRAINING

How shall we define being:

- Responsible
- Respectful
- Safe

In today's setting?

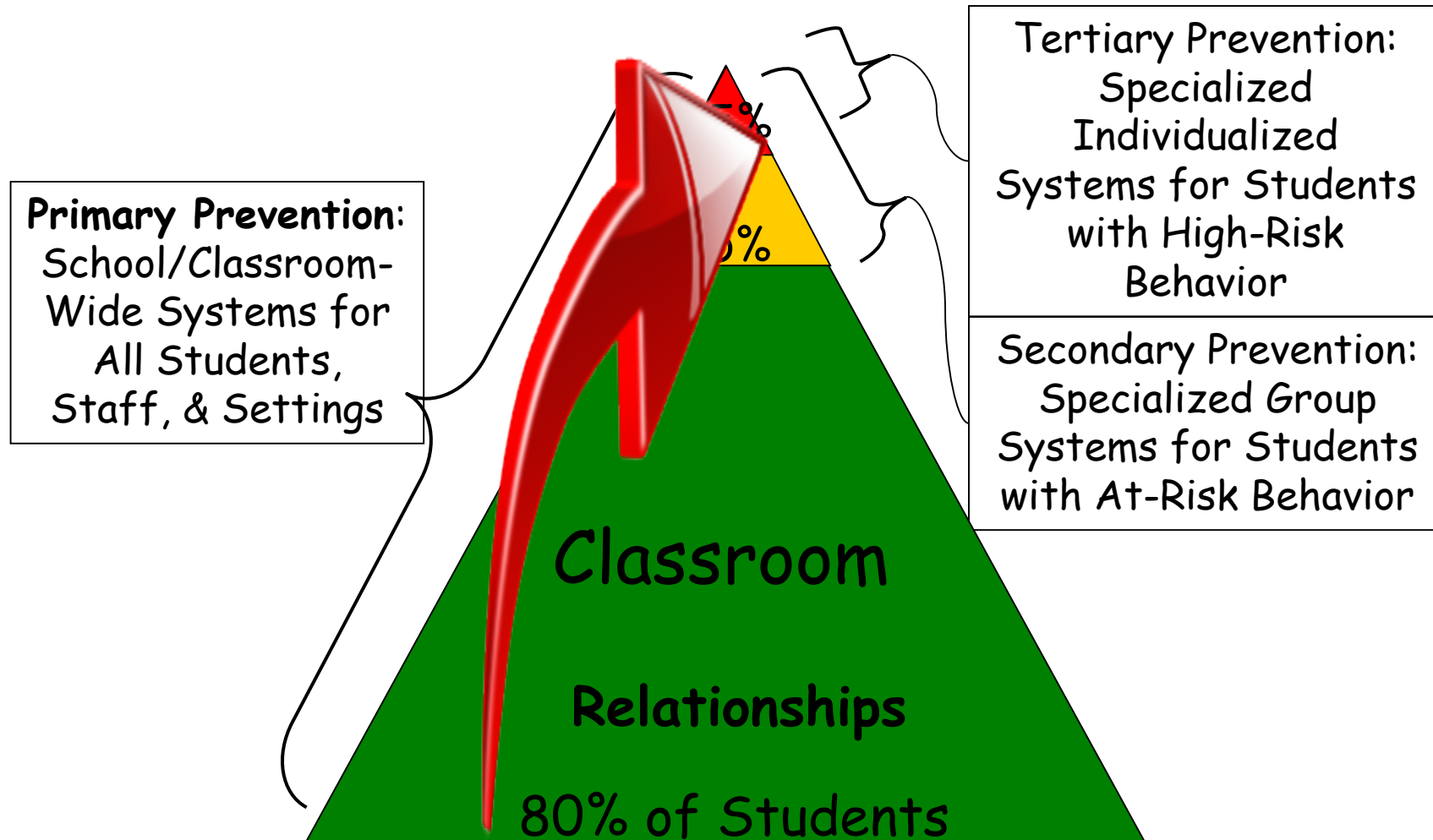
A BIT OF PERSPECTIVE

SW/PW-PBS (PBIS) is now in close to 20,000 schools in the US and other countries

Two decades and counting...

Data gathered from all schools show major reductions in challenging behavior and increases in instruction and student engagement (learning)

Continuum of School-Wide Instructional and Positive Behavior Support



EFFECTIVE CLASSROOM PRACTICES

THE “GREAT 8”

Classroom expectations and rules

Classroom procedures and routines

Continuum of acknowledgement of appropriate behavior

Continuum of response strategies and error correction

Active supervision

Multiple opportunities to respond/engage

Activity sequence and offering choices

Preacademic success and task difficulty

REFERENCES

Missouri School-wide Positive Behavior Support - Lori Newcomer (<http://missouripbis.org>)

Columbia Public Schools Early Childhood Programs

Technical Assistance Center on Social Emotional Intervention for Young Children (www.challengingbehavior.org)

Center for Social and Emotional Foundations in Early Learning (<http://csefel.vanderbilt.edu/>)

Rebecca Beckner, Ph.D., MBI National Consultant

MOVEMENT/SELF-REGULATION ACTIVITIES



Children Exercising